Formative Assessment Task

2nd Grade: Measurement and Data

### 2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

**Learning Targets:**

* I can measure the length of any object in a given unit.
* I can find the difference in length between two objects using standard units.

### Materials:

1. Ruler, dry erase board, eraser and pen for each student
2. Journals, school box, and other school items from student desks (measure some of these ahead of time)

**Directions:**

1. Instruct students to take out several items from their desk. Journals, school boxes, crayon boxes and glue sticks are preferred as they are generally similar sizes.
2. Students are to measure 2 of the items and record the length on their dry erase board.
3. Students will find the difference in length of the two items and write it on the dry erase board.
4. Repeat using inches or centimeters.

**Considerations:**

* Observe students in responses while completing this activity.
* Does the student line up the ruler at the end of the object?
* Is the student measuring accurately?
* Does the student label measurements in inches or centimeters?

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| Teacher notes:  Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.  Students who demonstrate mastery accurately measure items from their desks and find the difference of the lengths of the two objects.  Students who demonstrate needs improvement may accurately measure their objects but find the total of the two lengths instead of the difference. Or students who need improvement may measure with centimeters instead of inches or vice versa. |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |